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ABSTRACT

This edition of "Network" reports on state-level activities to increase diversity in the teaching force and to prepare teachers to work with increasingly diverse student populations. The studies took place in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. An overview and information on recruitment, preparation, credentialing, and contacts are provided for each state. In general, state agencies such as legislatures, higher education governance boards, and State departments of education are using a number of strategies to address diversity in teacher education. These include: (1) systemic approaches to teacher professional development; (2) multicultural courses in teacher preparation curricula; (3) financial incentives such as tuition waivers and fellowships; (4) counseling and other support services in higher education institutions; (5) encouraging collaboration among school districts, higher education institutions, and/or state education agencies; and (6) increasing the number of teacher education faculty members from different language, ethnic, and racial groups. (ND)

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NETWORK

REGIONAL POLICY ANALYSTS AND ADVISORS

SP 037 079

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Teaching for Diversity: An Update on State Activities

"Teaching for diversity," an idea framed during the State Policy Planning Service's (SPPS) Summer 1993 Networkshop, deals with two related policy issues vital to teacher education: (1) the need to increase the representation of teachers from different racial, ethnic or language backgrounds in the teaching force, and (2) the need to prepare a teaching force able to work with and teach increasingly diverse student populations.

This edition of NETWORK gives an update of state-level activities related to teacher preparation, recruitment, and credentialing taking place in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. In general, state agencies—legislatures, higher education governance boards, and state departments of education—are using the following strategies to address diversity in teacher education:

- Trying to take a systemic approach to teacher professional development;
- Encouraging collaborations among local school districts, higher education institutions, and/or state agencies of education and departments of postsecondary education;
- Developing multicultural courses in teacher preparation curricula;
- Providing financial incentives (e.g., tuition waivers, fellowships, stipends, loans and loan forgiveness);
- Creating databases and clearinghouses of information about qualified candidates from different language, ethnic, or racial groups;
- Providing counseling and other support services in higher education institutions;
- Increasing the number of teacher education faculty members from different language, ethnic, or racial groups.

Most states use a combination of such strategies to address this complex policy concern. In some cases, the results of the strategies remain to be seen: many are new efforts, others have been approved but not yet funded. Staff of SPPS, with members of SEDL's Regional Policy Analysts' & Advisors' Network, will continue to explore the ways in which states in SEDL's Southwestern Region are enhancing efforts to "teach for diversity."

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OVERVIEW

Arkansas has made a commitment in legislation through *Act 197* (1993) to "increase the racial and ethnic sensitivity of K-12 teachers and administrators." The State Board of Education (SBoE) and the Arkansas Black History Advisory Committee are developing a statewide training program to accomplish this. Those teachers and administrators trained will train others.

Act 963 (1993) directs the Arkansas State Department of Education (SDE) to develop materials for teaching African American history K-12, starting with academic year 1994-95.

The state is also committed to reducing the shortage of minorities in the teaching profession. Legislation addressing this goal is described in "Recruitment, Preparation, and Credentialing."

Recent Activity. This summer, the State Board of Higher Education (SBHE) will discuss whether funding will be appropriated for *Acts 144* (1989) and *145* (1989).

RECRUITMENT, PREPARATION, CREDENTIALING

Act 99 (1989) requires state-supported colleges and universities to prepare and monitor affirmative action programs for recruiting minority faculty, staff, and students and to provide staff to assist in recruitment.

Act 1164 (1991) requires all districts with more than 5% minority students to prepare a recruitment plan for teachers and administrators that also encourages minority students to pursue teaching careers. SDE provides technical assistance through the Equity Assistance Center.

Act 858 (1991) encourages collaboration among districts, higher education institutions, SDE, and SDHE to establish recruitment and training programs to increase the pool of minorities who pursue teaching. Includes honoraria for mentor teachers, and paid internships for third and fourth year education students. Males are considered minorities.

Act 229 (1985) Fellowship support for minority doctoral students. Fellows are obliged to return to the sponsoring institution for full time employment in departments in which their race or ethnicity is underrepresented.

Act 144 (1989) loans $3000 annually to 100 minority students who are within two years of completing a teacher certification program. Loans are forgiven at 1/5 of the total for each year the recipient teaches full time in an Arkansas public school. No appropriation was approved for this Act.

Act 145 (1989) loans $2000 annually to 150 minority students in their first two years of college who are preparing for admission to teacher certification programs. The procedure for loan repayment is similar to Act 144. No appropriation was approved for this Act.

Act 330 (1993) requires SBHE, colleges, and universities to review minority scholarship grant programs annually to ensure compliance with federal regulations.

Act 236 requires outcomes-based teacher licensing standards. In 1993, the Teacher Licensure Task Force recommended "high and rigorous" standards around five principles. Two principles include knowledge and skill working with diverse student populations:

1. The teacher has a multicultural perspective of his/her discipline; accepts multiple perspectives; includes multicultural perspectives in lessons and conveys how knowledge is developed from the vantage point of the culture.

2. The teacher is familiar with students, their communities, and other factors that shape outlook, values, and orientation toward schooling; understands how students' learning is influenced by experiences, talents, prior learning, language, culture, family, and community values; communicates effectively with diverse populations among students, parents, guardians, peers, and community.

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OVERVIEW

Louisiana is experiencing a severe shortage of certified teachers of all races and ethnicities. The House of Representatives has passed three resolutions since 1990 that emphasize the need for the state to study and take action on the shortage of minority teachers. They are described in the section, "Recruitment, Preparation, Credentialing."

Recent Activity. The Louisiana Board of Regents, with the National Science Foundation (NSF), has initiated the LACEPT (Louisiana Collaborative for Excellence in the Preparation of Teachers). One target is the preparation and retention of minority teachers, especially in mathematics and science.

For FY 1993-94, the State Board of Elementary and Secondary Education (BESE) has allocated $1.3 million to provide scholarships in exchange for service to academically talented students who want to become teachers in Louisiana. Minority male participation is a focus.

RECRUITMENT, PREPARATION, CREDENTIALING

House Concurrent Resolution 199 (1990) asks the Louisiana Board of Regents and BESE to study the shortage of black and other minority teachers, especially African American male teachers, and to recommend actions that address:

- student recruitment;
- teacher salaries;
- nontraditional students in the teacher education work force;
- multicultural education;
- curriculum support;
- roles of Southern University (SU) and Grambling State University (GSU) in addressing the shortage.

As a result, in 1991, the Louisiana Commission on the Underrepresentation of Minorities in Teaching made the following recommendations:

- ***Student Recruitment***
  Colleges should develop plans for recruiting minority students; expand the Education Majors Scholarship Program; create a minority student scholarship program; study teacher certification and assessment instruments to better prepare students to meet certification requirements; develop future teacher and cadet teaching programs, plus support and advocacy groups; and collaborate with high schools on curriculum, expectations, and

testing to assure minorities leave high school well prepared.

- ***Teacher Salaries***
  Raise the minimum to the top 30% of the Southern Regional Education Board schedule within three years.

- ***Nontraditional Students***
  Fund Act 361 (1987) to attract nontraditional students into teaching; expand funding for the Alternate Post-Baccalaureate Scholarship Program.

- ***Multicultural Education***
  Assess feasibility of creating a Multicultural Education Center in the state.

- ***Roles of Southern University and Grambling State University***
  Should serve as models of recruitment and retention strategies; fund intervention and support programs; engage in research on minority education issues; model collaborations with other institutions of higher education to support minority student success.

- ***Employment***
  Schools should acknowledge the importance of multicultural teaching forces and foster environments to support them; set goals to secure such forces; ensure their policies encourage minority recruitment and retention.

- ***Curriculum Support***
  Prepare teachers to be sensitive to cultural diversity and provide meaningful cultural experiences for them.

House Concurrent Resolution 80 (1990) requests that BESE "provide for the recruitment of minorities for participation in the education majors scholarship program and the post baccalaureate program, with a goal of placing sufficient numbers of minority teachers into the public schools in the state." The resolution highlights the particular importance of increasing the numbers of minority male teachers.

House Concurrent Resolution 241 (1992) commends Belaire High School, Baton Rouge, for maintaining a highly successful teacher education center; BESE is urged to support development and expansion of the center's programs and objectives so they can serve as models for other city and parish school boards. Focuses on the need to promote teaching as a profession among all racial and ethnic groups of high school students.

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OVERVIEW

New Mexico has undertaken the long-term goal of creating a comprehensive system to provide field-based, professional development programs for teachers. *Senate Memorial 5* (1991) directed the Legislative Education Study Committee—in cooperation with the state board of education, commission on higher education, faculty from the state's colleges of education, and local school district personnel—to conduct a study of current policies and practices and produce a set of recommendations for designing such a system.

A 1992 report from the Teachers' Opportunities Task Force presented eight essential components, one of which states the need for professional development to be focused on teachers' long-term growth because "teachers must be prepared to deal with an increasingly diverse student population while keeping up-to-date in their teaching areas."

Another priority is to increase the number of women and minorities in higher education.

Recent Activity. During the 1994 legislative session, three relevant bills were introduced:

Senate Bill 4 creates the "Minorities in Higher Education Act," establishing a statewide advisory committee composed of ten members from education, business, and minority groups, to advise the Commission on Higher Education (CHE) and the governing boards of postsecondary institutions about policies and procedures for recruiting, enrolling, and retaining minority students. The advisory committee is charged with suggesting ways of recruiting, promoting, and retaining minorities for professional and faculty positions; reviewing and recommending funding to support minority hiring and retention; and issuing an annual status report.

Senate Bill 171 would appropriate more than $200,000 to the University of New Mexico (UNM) to expand the operations of the Hispanic Student Services Center to provide educational, social, and cultural programs and services.

Senate Bill 528 would appropriate more than $1 million to UNM to improve and expand recruitment and retention programs for Native American students.

RECRUITMENT AND PREPARATION

Increasing Participation and Success of Minority Students in Postsecondary Education: A Plan for Action in Response to House Memorial 38 (1991) establishes seven statewide goals and requests that each public school district and postsecondary institution prepare a plan to help meet them. In 1993, the Commission on Higher Education gave first round feedback to higher education plans. Updated plans, including implementation, enrollment data, and adjustments to goals, are due by February, 1995. The Commission will produce a report of enrollments and degree recipients in 1995.

Graduate Scholarship Act (1991) provides scholarships of up to $7200 per year for up to two years for members of groups underrepresented in graduate education. Recipients agree to serve in unpaid internships or assistantships. In 1991-92, there were 92 recipients.

Minority Doctoral Assistance Loan for Service Program (1991) provides loans of up to $25,000 per year for women and ethnic minority New Mexico residents who attend doctoral programs at out-of-state institutions if recipients return to sponsoring New Mexico institutions as tenure-track faculty and serve there for at least one year per loan year.

Southeastern New Mexico Minority and Handicapped Teachers' Scholarship Program (1992) provides up to $4,000 per year for up to four years to students enrolled in education programs. Recipients are expected to teach or serve as a licensed provider of other school services in an elementary or secondary school within southeastern New Mexico for one year per loan year.

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OVERVIEW

In 1991, *Senate Bill 158* created the Oklahoma Teacher Preparation Task Force to examine the state's system for the education and professional development of teachers. The task force's goal "was to carry out the commitment to excellence established in HB 1017. Central to the achievement of excellence in the classroom is the achievement of excellence in the preparation of those who lead the class—the classroom teacher."

As a result of the task force's report, the Oklahoma Legislature passed HB 2246 in 1992. The two documents are described in the section, "Recruitment, Preparation, Credentialing."

Recent Activity. The Commission of Oklahoma Teacher Preparation has created a subcommittee to study the training of teachers who work with people of color and the recruitment and retention of minority teachers. The subcommittee's report is included in a draft report from the Commission released in June, 1994.

RECRUITMENT, PREPARATION, CREDENTIALING

The Report of the Oklahoma Teacher Preparation Task Force (1991) called for a "fundamental overhaul" of the state's teacher preparation system and made the following recommendations:

- Adopt an outcomes-based system of certification within two years. The task force recommended 11 outcomes. Among these were Outcome 4, "Diversity in Accessibility and Recruitment," which states that the quality of teaching is dependent not only on the quality of teacher preparation, but also on "our ability to recruit talented people from diverse backgrounds to teaching. . . . Particular attention should be given to recruitment of and accessibility by minority candidates. It would be particularly useful to survey attitudes toward the teaching profession of superior minority students and of well-qualified non-education majors." Outcome 7 lists "the ability to interact effectively with diverse students (race, gender, and culture) and the ability to recognize and overcome their own biases (race, gender, and culture)." Outcome 8 lists "a sophisticated understanding of different cultures."
- Design and implement a performance-based teacher assessment system.
- Make the state's certification categories and system of licensure and certification consistent with those established by the National Board for Professional Teaching Standards.
- Recognize and reward teachers who have achieved National Board certification and admit incoming board-certified teachers with no additional requirements.
- Provide for and encourage innovation in professional development programs at the district level.
- Achieve these recommendations within two years.

House Bill 2246 (1992) calls for a new performance-driven teacher preparation system to be developed, fully integrated, and implemented by September 1, 1995. It creates a New Teacher Preparation System Task Force that will work with the Oklahoma State Board of Education (SBoE) and the Regents for Higher Education. HB 2246 also directs the SBoE to modify certification categories so they are compatible with the certification levels and categories of the National Board for Professional Teaching Standards, and to create an incentive system to encourage teachers to achieve National Board Certification. The task force will also study the issue of principal preparation.

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OVERVIEW

The *Texas Educational Opportunity Plan* (1989) was prepared by the Texas Higher Education Coordinating Board (THECB) and the Advisory Committee on Educational Opportunity Planning as a five-year plan to address the underrepresentation of African Americans and Hispanics in higher education.

It addresses seven objectives: (1) undergraduate recruitment, enrollment, and retention; (2) enrollment in graduate and professional schools; (3) increased employment of minority faculty and staff; (4) enhancing south Texas institutions; (5) enhancing historically black institutions; (6) recognition of other institutions with large minority enrollment; (7) minority representation on appointed governing boards.

The plan lists state and institutional responsibilities and recommends programs and guidelines.

The *Quality, Equity, Accountability: Long-Range Plan for Public Education for 1991-1995* (1991), by the Texas State Board of Education (SBoE), is based on nine education goals set by the 71st Legislature. Goals are followed by action steps for state, regional, and local levels. Under Goal 3, "Qualified and effective personnel will be attracted and retained," the SBoE lists as one of nine objectives, "Increase the number of qualified minority teachers and administrators to reflect the ethnic composition of the state."

Desired state-level actions include "give priority to eliminating gender and racial inequities in job responsibilities and advancement. Use such methods as scholarships, tuition wavers, loan forgiveness, sabbaticals, and collaborate with professional associations in developing a statewide job vacancy network and cooperative recruitment programs."

In 1993, the SBoE issued an interim evaluation of its long-range plan. It found that the number of minority candidates enrolled in teacher preparation programs declines each year and that training opportunities available to prospective teachers in their preparation programs do not reflect the culturally diverse classrooms in which the majority of them will work.

The report also stated that more than 1200 minority candidates entered the profession between 1989-1990 through alternative certification programs, which have become "one of the most successful tools for recruiting these targeted populations."

RECRUITMENT, PREPARATION, CREDENTIALING

Senate Bill 95 (1993) allows the Commissioner of Education to develop and administer a comprehensive program to identify the need for teachers in specific subjects and geographic regions and to encourage minorities to enter or remain in teaching.

Senate Bill 233 (1993) approves, but does not fund, a minority doctoral student loan program.

South Texas Initiative (1993), funded by the legislature, provides $250 million for border and south Texas universities to adjust for inequities.

Annual Minority Recruitment and Retention Conference, sponsored by THECB, includes a placement exchange to link job seekers with jobs. Topics include a wide range of programs, strategies, and issues.

Minority and Female Faculty and Administrative Registry, administered by the THECB, is a data bank including vitae of prospective and current minority and female faculty and administrators from across North America. The goal is to link doctoral candidates with Texas higher education institutions seeking faculty.

Texas Teacher Recruitment, Retention and Assistance Program (TTRRA) is operated by the Texas Education Agency to facilitate the search, employment, and retention of qualified, certified personnel. Through cooperative relationships among regional service centers and universities, TTRRA offers a job data bank and four academies: (1) mentor training, which pairs minority student teachers with paraprofessionals; (2) professional development, which provides training to university faculty to assure attitudes, programs, and procedures for improving student performance; (3) leadership, which is creating a community of colleagues to study and advance knowledge about minority educator issues; and (4) cross cultural studies, which prepares future teachers for multicultural experiences.

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